



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2005-06

James Madison Preparatory School

5815 S. McClintock, Tempe, AZ 85283-

No Child Left Behind

Adequate Yearly Progress¹

2004-05 Met

2003-04 Met

2002-03 Not Evaluated

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator²

Title: President/Director

Fax: (480) 345-0059

Name: Mr. David Batchelder

Phone: (480) 345-2306

Email: madisonprep@aol.com

District At A Glance

Enrollment³

	State	District
2004-2005 Student Enrollment	1,037,655	147

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	4	1	0
7 to 9 years	0	0	0	0
10 or more years	1	1	1	0

Percentage of Public Elementary and Secondary School Teachers with Emergency/Provisional Certification

0%

	District Aggregate	High-Poverty Schools	Moderate-Poverty Schools	Low Poverty Schools
Percentage of Core Academic Subject Poverty Elementary and Secondary School Classes Not Taught by Highly Qualified Teachers	N/A	N/A	N/A	N/A

N/A =Data not available

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your district.

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	31	78250	100	99	585	548	4	21	19	18	42	48	35	13
All Students (03-04)	27	75001	100	99	505	468	12	37	50	36	12	16	27	10
Female (04-05)	14	38071	100	99	577	549	0	20	30	19	50	49	20	12
Female (03-04)	14	36846	100	99	504	468	0	36	62	38	15	16	23	10
Male (04-05)	17	40126	100	99	589	547	6	23	13	17	38	46	44	14
Male (03-04)	13	37974	100	99	505	467	23	39	38	34	8	16	31	11
African American (04-05)	NC	4058	NC	99	NC	523	NC	32	NC	22	NC	41	NC	5
African American (03-04)	--	3720	--	98	--	446	--	53	--	33	--	9	--	4
Hispanic (04-05)	NC	29129	NC	99	NC	527	NC	32	NC	23	NC	40	NC	6
Hispanic (03-04)	NC	26675	NC	98	NC	448	NC	52	NC	34	NC	10	NC	4
Asian/Pacific Islander (04-05)	NC	1747	NC	100	NC	589	NC	9	NC	9	NC	50	NC	32
Asian/Pacific Islander (03-04)	NC	1575	NC	99	NC	504	NC	18	NC	33	NC	20	NC	29
American Indian/Alaskan Native (04-05)	--	4996	--	100	--	518	--	36	--	25	--	36	--	4
American Indian/Alaskan Native (03-04)	NC	4731	NC	98	NC	438	NC	61	NC	30	NC	7	NC	2
White (04-05)	23	38320	96	99	590	568	0	12	11	14	58	55	32	19
White (03-04)	23	37785	100	99	509	482	14	25	45	39	14	21	27	15
Students with Disabilities (04-05)	NC	9329	NC	100	NC	454	NC	64	NC	18	NC	16	NC	2
Students with Disabilities (03-04)	NC	8802	NC	100	NC	418	NC	79	NC	16	NC	3	NC	1
Students without Disabilities (04-05)	30	68996	100	99	585	561	4	16	20	18	40	52	36	14
Students without Disabilities (03-04)	26	66199	100	99	505	472	12	34	50	38	12	17	27	11
Limited English Proficient Students (04-05)	--	10133	--	100	--	488	--	45	--	25	--	28	--	2
Limited English Proficient Students (03-04)	--	11710	--	100	--	429	--	70	--	25	--	4	--	1
Migrant Students (04-05)	--	83	--	NA	--	520	--	39	--	28	--	30	--	4
Migrant Students (03-04)	--	709	--	NA	--	442	--	57	--	34	--	7	--	2
Economically Disadvantaged (04-05)	--	33388	--	94	--	530	--	32	--	22	--	40	--	5
Economically Disadvantaged (03-04)	--	29814	--	NA	--	448	--	53	--	33	--	10	--	4
Non-Economically Disadvantaged (04-05)	31	44937	100	100	585	561	4	13	19	15	42	54	35	18
Non-Economically Disadvantaged (03-04)	27	45170	NA	NA	505	479	12	28	50	38	12	20	27	14

8th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	31	78302	0	99	540	512	0	11	15	25	73	57	12	7
All Students (03-04)	27	74918	100	99	526	497	19	32	12	19	46	35	23	15
Female (04-05)	14	38071	0	99	518	518	0	8	20	24	80	61	0	7
Female (03-04)	14	36805	100	99	530	501	23	28	8	19	38	37	31	16
Male (04-05)	17	40166	0	99	554	507	0	14	13	26	69	54	19	6
Male (03-04)	13	37936	100	99	522	493	15	35	15	18	54	33	15	14
African American (04-05)	NC	4064	NC	100	NC	498	NC	14	NC	29	NC	54	NC	3
African American (03-04)	--	3719	--	98	--	481	--	43	--	21	--	29	--	7
Hispanic (04-05)	NC	29152	NC	99	NC	492	NC	17	NC	34	NC	46	NC	2
Hispanic (03-04)	NC	26645	NC	98	NC	478	NC	46	NC	20	NC	27	NC	6
Asian/Pacific Islander (04-05)	NC	1746	NC	100	NC	542	NC	5	NC	13	NC	66	NC	16
Asian/Pacific Islander (03-04)	NC	1571	NC	99	NC	521	NC	18	NC	15	NC	38	NC	30
American Indian/Alaskan Native (04-05)	--	4993	--	100	--	484	--	19	--	38	--	42	--	1
American Indian/Alaskan Native (03-04)	NC	4729	NC	98	NC	468	NC	57	NC	19	NC	19	NC	4
White (04-05)	23	38347	0	99	539	531	0	5	11	17	84	68	5	10
White (03-04)	23	37773	100	99	535	511	9	20	14	18	50	41	27	21
Students with Disabilities (04-05)	NC	9353	NC	100	NC	429	NC	40	NC	38	NC	22	NC	1
Students with Disabilities (03-04)	NC	8801	NC	100	NC	448	NC	75	NC	13	NC	10	NC	2
Students without Disabilities (04-05)	30	69024	0	99	539	524	0	7	16	23	72	62	12	7
Students without Disabilities (03-04)	26	66117	100	99	526	501	19	28	12	19	46	37	23	16
Limited English Proficient Students (04-05)	--	10140	--	100	--	451	--	28	--	43	--	29	--	1
Limited English Proficient Students (03-04)	--	11706	--	100	--	454	--	71	--	16	--	12	--	1
Migrant Students (04-05)	--	83	--	NA	--	480	--	29	--	36	--	35	--	0
Migrant Students (03-04)	--	706	--	NA	--	467	--	55	--	22	--	20	--	4
Economically Disadvantaged (04-05)	--	33398	--	94	--	495	--	18	--	35	--	46	--	2
Economically Disadvantaged (03-04)	--	29785	--	NA	--	477	--	47	--	20	--	26	--	6
Non-Economically Disadvantaged (04-05)	31	44979	0	100	540	525	0	6	15	18	73	66	12	10
Non-Economically Disadvantaged (03-04)	27	45115	NA	NA	526	508	19	23	12	18	46	39	23	20

8th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	31	78094	100	99	567	545	0	3	15	18	85	77	0	2
All Students (03-04)	27	74503	100	99	568	491	0	9	19	32	54	51	27	8
Female (04-05)	14	38025	100	99	578	558	0	2	10	13	90	82	0	2
Female (03-04)	14	36686	100	99	580	506	0	5	23	29	46	57	31	9
Male (04-05)	17	40013	100	99	561	534	0	5	19	23	81	71	0	1
Male (03-04)	13	37644	100	98	555	476	0	13	15	36	62	45	23	6
African American (04-05)	NC	4037	NC	99	NC	532	NC	4	NC	22	NC	73	NC	1
African American (03-04)	--	3677	--	97	--	475	--	12	--	36	--	46	--	5
Hispanic (04-05)	NC	29068	NC	99	NC	523	NC	5	NC	27	NC	67	NC	1
Hispanic (03-04)	NC	26500	NC	97	NC	467	NC	13	NC	39	NC	44	NC	4
Asian/Pacific Islander (04-05)	NC	1743	NC	100	NC	577	NC	2	NC	9	NC	82	NC	8
Asian/Pacific Islander (03-04)	NC	1566	NC	99	NC	537	NC	5	NC	23	NC	55	NC	18
American Indian/Alaskan Native (04-05)	--	4981	--	100	--	526	--	4	--	25	--	70	--	0
American Indian/Alaskan Native (03-04)	NC	4695	NC	97	NC	464	NC	14	NC	39	NC	44	NC	3
White (04-05)	23	38265	96	99	568	564	0	2	16	11	84	84	0	3
White (03-04)	23	37606	100	99	588	508	0	6	14	28	55	56	32	10
Students with Disabilities (04-05)	NC	9275	NC	100	NC	444	NC	14	NC	46	NC	39	NC	1
Students with Disabilities (03-04)	NC	8662	NC	100	NC	409	NC	37	NC	42	NC	20	NC	1
Students without Disabilities (04-05)	30	68892	100	98	565	559	0	2	16	14	84	82	0	2
Students without Disabilities (03-04)	26	65841	100	98	568	499	0	7	19	32	54	53	27	8
Limited English Proficient Students (04-05)	--	10084	--	100	--	474	--	10	--	39	--	50	--	1
Limited English Proficient Students (03-04)	--	11608	--	100	--	430	--	23	--	47	--	28	--	1
Migrant Students (04-05)	--	81	--	NA	--	504	--	12	--	27	--	60	--	0
Migrant Students (03-04)	--	701	--	NA	--	449	--	17	--	43	--	38	--	1
Economically Disadvantaged (04-05)	--	33296	--	94	--	527	--	5	--	27	--	67	--	0
Economically Disadvantaged (03-04)	--	29587	--	NA	--	465	--	14	--	40	--	43	--	4
Non-Economically Disadvantaged (04-05)	31	44871	100	100	567	559	0	2	15	12	85	84	0	3
Non-Economically Disadvantaged (03-04)	27	44898	NA	NA	568	507	0	7	19	28	54	55	27	10

10th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	22	69846	100	100	752	699	5	21	11	11	37	49	47	18
All Students (03-04)	22	65934	96	100	519	492	23	43	9	18	23	24	45	15
Female (04-05)	NC	34328	NC	99	NC	702	NC	19	NC	12	NC	51	NC	18
Female (03-04)	NC	32586	NC	100	NC	491	NC	44	NC	19	NC	24	NC	14
Male (04-05)	13	35509	100	100	736	696	0	23	20	11	40	48	40	18
Male (03-04)	15	33226	100	99	515	493	27	42	13	18	13	24	47	16
African American (04-05)	--	3535	--	100	--	677	--	31	--	15	--	46	--	8
African American (03-04)	--	3042	--	98	--	478	--	58	--	19	--	17	--	6
Hispanic (04-05)	NC	23363	NC	100	NC	680	NC	32	NC	16	NC	45	NC	7
Hispanic (03-04)	NC	21740	NC	100	NC	475	NC	63	NC	17	NC	15	NC	5
Asian/Pacific Islander (04-05)	NC	1742	NC	99	NC	733	NC	8	NC	7	NC	46	NC	38
Asian/Pacific Islander (03-04)	NC	1643	NC	99	NC	519	NC	23	NC	13	NC	30	NC	34
American Indian/Alaskan Native (04-05)	--	4785	--	100	--	671	--	39	--	17	--	39	--	5
American Indian/Alaskan Native (03-04)	NC	4351	NC	99	NC	472	NC	68	NC	16	NC	13	NC	4
White (04-05)	15	36421	100	99	768	714	8	12	8	8	17	54	67	26
White (03-04)	17	34819	94	99	525	505	12	27	12	20	24	31	53	22
Students with Disabilities (04-05)	NC	7690	NC	100	NC	593	NC	64	NC	14	NC	21	NC	2
Students with Disabilities (03-04)	--	6507	--	100	--	456	--	83	--	9	--	6	--	2
Students without Disabilities (04-05)	22	62220	100	99	757	712	5	16	5	11	37	53	53	20
Students without Disabilities (03-04)	22	59427	96	100	519	494	23	41	9	19	23	25	45	16
Limited English Proficient Students (04-05)	--	5834	--	100	--	612	--	46	--	20	--	31	--	3
Limited English Proficient Students (03-04)	--	6793	--	100	--	464	--	79	--	11	--	8	--	2
Migrant Students (04-05)	--	117	--	NA	--	677	--	44	--	18	--	35	--	3
Migrant Students (03-04)	--	708	--	NA	--	469	--	72	--	15	--	10	--	3
Economically Disadvantaged (04-05)	--	21421	--	92	--	686	--	35	--	15	--	43	--	7
Economically Disadvantaged (03-04)	--	18745	--	NA	--	475	--	64	--	16	--	15	--	5
Non-Economically Disadvantaged (04-05)	23	48489	100	100	752	704	5	15	10	10	35	52	50	23
Non-Economically Disadvantaged (03-04)	22	47182	NA	NA	519	499	23	35	9	19	23	27	45	19

10th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	22	71311	100	100	745	694	0	7	11	21	50	63	39	9
All Students (03-04)	22	68162	96	100	541	509	9	18	5	24	68	51	18	8
Female (04-05)	NC	34328	NC	100	NC	700	NC	5	NC	19	NC	66	NC	10
Female (03-04)	NC	33509	NC	100	NC	513	NC	15	NC	23	NC	52	NC	9
Male (04-05)	14	36430	100	100	737	688	0	9	20	22	40	61	40	8
Male (03-04)	16	34521	100	100	540	505	13	20	6	24	63	49	19	7
African American (04-05)	--	3573	--	100	--	676	--	9	--	26	--	60	--	4
African American (03-04)	--	3163	--	99	--	497	--	22	--	30	--	46	--	3
Hispanic (04-05)	NC	24056	NC	100	NC	672	NC	13	NC	31	NC	53	NC	3
Hispanic (03-04)	NC	22624	NC	100	NC	487	NC	32	NC	31	NC	35	NC	2
Asian/Pacific Islander (04-05)	NC	1731	NC	98	NC	717	NC	3	NC	13	NC	68	NC	16
Asian/Pacific Islander (03-04)	NC	1666	NC	100	NC	523	NC	11	NC	17	NC	60	NC	12
American Indian/Alaskan Native (04-05)	--	5110	--	100	--	661	--	14	--	38	--	46	--	2
American Indian/Alaskan Native (03-04)	NC	4592	NC	100	NC	484	NC	32	NC	37	NC	30	NC	1
White (04-05)	16	36841	100	99	743	713	0	3	17	12	50	72	33	13
White (03-04)	18	35727	95	100	548	526	6	7	6	17	67	64	22	12
Students with Disabilities (04-05)	NC	8021	NC	100	NC	590	NC	27	NC	42	NC	29	NC	1
Students with Disabilities (03-04)	--	6845	--	100	--	468	--	53	--	29	--	18	--	1
Students without Disabilities (04-05)	21	63379	100	100	750	707	0	5	6	18	53	68	41	10
Students without Disabilities (03-04)	22	61317	96	100	541	512	9	15	5	23	68	53	18	8
Limited English Proficient Students (04-05)	--	6402	--	100	--	596	--	25	--	44	--	30	--	1
Limited English Proficient Students (03-04)	--	7152	--	100	--	464	--	57	--	31	--	12	--	0
Migrant Students (04-05)	--	548	--	NA	--	659	--	26	--	36	--	38	--	0
Migrant Students (03-04)	--	745	--	NA	--	469	--	51	--	31	--	17	--	1
Economically Disadvantaged (04-05)	--	22243	--	93	--	677	--	14	--	32	--	51	--	3
Economically Disadvantaged (03-04)	NC	19528	NC	NA	NC	487	NC	31	NC	32	NC	34	NC	2
Non-Economically Disadvantaged (04-05)	22	49157	100	100	745	702	0	4	11	16	50	69	39	11
Non-Economically Disadvantaged (03-04)	21	48595	NA	NA	542	518	10	13	5	20	67	57	19	10

10th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (04-05)	22	70868	100	100	730	688	6	5	11	23	44	63	39	9
All Students (03-04)	22	67629	96	100	564	524	5	22	27	16	55	59	14	3
Female (04-05)	NC	34710	NC	99	NC	697	NC	3	NC	19	NC	66	NC	12
Female (03-04)	NC	33347	NC	100	NC	537	NC	17	NC	15	NC	64	NC	4
Male (04-05)	14	36176	100	100	710	678	10	7	20	27	40	59	30	7
Male (03-04)	16	34151	100	99	546	512	6	27	25	18	63	54	6	2
African American (04-05)	--	3557	--	99	--	675	--	7	--	25	--	62	--	6
African American (03-04)	--	3150	--	99	--	515	--	24	--	19	--	56	--	2
Hispanic (04-05)	NC	23868	NC	100	NC	670	NC	9	NC	33	NC	55	NC	4
Hispanic (03-04)	NC	22313	NC	100	NC	493	NC	34	NC	19	NC	46	NC	1
Asian/Pacific Islander (04-05)	NC	1732	NC	98	NC	713	NC	2	NC	12	NC	64	NC	22
Asian/Pacific Islander (03-04)	NC	1659	NC	100	NC	564	NC	11	NC	12	NC	68	NC	9
American Indian/Alaskan Native (04-05)	--	5001	--	100	--	661	--	9	--	41	--	48	--	2
American Indian/Alaskan Native (03-04)	NC	4528	NC	99	NC	492	NC	35	NC	21	NC	42	NC	1
White (04-05)	16	36710	100	99	740	702	8	2	8	15	33	69	50	13
White (03-04)	18	35593	95	99	571	547	0	13	28	14	61	69	11	4
Students with Disabilities (04-05)	NC	7900	NC	100	NC	580	NC	22	NC	49	NC	28	NC	1
Students with Disabilities (03-04)	--	6712	--	100	--	445	--	61	--	18	--	21	--	0
Students without Disabilities (04-05)	21	63054	100	99	738	701	0	3	12	20	47	67	41	10
Students without Disabilities (03-04)	22	60917	96	100	564	530	5	19	27	16	55	61	14	3
Limited English Proficient Students (04-05)	--	6308	--	100	--	591	--	19	--	47	--	33	--	1
Limited English Proficient Students (03-04)	--	6994	--	100	--	442	--	58	--	18	--	23	--	0
Migrant Students (04-05)	--	540	--	NA	--	658	--	16	--	42	--	41	--	1
Migrant Students (03-04)	--	732	--	NA	--	466	--	44	--	23	--	33	--	0
Economically Disadvantaged (04-05)	--	21994	--	92	--	673	--	10	--	36	--	52	--	3
Economically Disadvantaged (03-04)	NC	19310	NC	NA	NC	489	NC	35	NC	20	NC	44	NC	1
Non-Economically Disadvantaged (04-05)	22	48960	100	100	730	694	6	3	11	18	44	67	39	12
Non-Economically Disadvantaged (03-04)	21	48278	NA	NA	567	538	5	17	24	15	57	65	14	4

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

Title I School - any school that receives Federal Title I funds; the school agrees to the accountability measures mandated by the No Child Left Behind Act of 2001 (NCLB).

Title I School Improvement - Year 1 - A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement - Year 2 - A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement - Year 3 or Corrective Action - A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement - Year 4 or Restructuring (Planning Phase) - A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement - Year 5 or Restructuring (Implementation Phase) - A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must implement the restructuring plan.

Out of School Improvement - A Title I school that has made adequate yearly progress (AYP) for two consecutive years and is no longer identified.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

James Madison Preparatory School

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
James Madison Preparatory School	Excelling	Excelling	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Arizona Instrument to Measure Standards (AIMS) if applicable. Data reflects grades 3,5,8,10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard, and Exceeds (E) the standard. Mean Scale Scores (MSS). The federal law, No Child Left Behind (NCLB), requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. Data also provides a two year trend analysis of student performance as required by NCLB. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

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